**Assessment Recommendations for**

**EngageNY/Eureka Math *A Story of Units***

**Fifth Grade – Module 6**

|  |  |
| --- | --- |
| Table of Contents | |
| Module Assessment Overview | page 2 |
| Grade 5 Standards Checklist | page 3 |
| Module 6 Mid-Module Assessment Task… |  |
| Score Sheet | pages 4-5 |
| Rubric | pages 6-7 |
| Key | pages 8-10 |
| Module 6 End-of-Module Assessment Task… |  |
| Score Sheet | pages 11-12 |
| Rubric | pages 13-14 |
| Key | pages 15-17 |

**Module Assessment Overview**

**Purpose of Assessments**

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module’s learning objectives, and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students’ full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Administration of Assessments**

* Mid- and End-of-Module Assessments are designed to be completed in approximately one class period. However, The tests can be given over multiple days as needed.
* Assessments are designed to be completed independently by students, without assistance.
* These tasks should not be preceded by review of similar problems.

**Grading Guidance**

***The points assigned to each step in the progression of learning on the rubrics have been changed.*** EngageNY’s 1-4 step/point scale, in which Step 4 denotes proficiency with grade level standards, may be confused with Bethel’s 1-4 standards-based grading system. To alleviate confusion, Bethel’s cover sheets and rubrics will use a 0-3 point scale with 3 points denoting proficiency at grade level standards.

**General Grading Guidance:**

* On the report card, student learning is reported by CCSS domain. The Fifth Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations – Fractions, Measurement and Data, and Geometry.
* Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Module 6 Grading Guidance:**

* 5.OA.2 is taught and assessed for the last time in Module 6. The remaining standards taught and assessed in Module 6 are only taught and assessed in this module. (See checklist on page 3.)

**Updates**

We recommend previewing the End-of-Module Assessment prior to teaching the module. The Mid- and End-of-Module Assessments can be found in your EngageNY Teacher Binder at the end of each module.

**Grade 5 Common Core State Standards Checklist by Module**

This grade-level chart provides an at-a-glance view of when each standard is addressed. **Shaded boxes indicate standards assessed in Module 6.** *Note that standards included in major clusters are followed by an asterisk (\*)*. Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| CCSS | | GRADE 5 MODULES | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 5.OA | 1 |  | X |  | X |  |  |
| 2 |  | X |  | X |  | X |
| 3 |  |  |  |  |  | X |
| 5.NBT | 1\* | X | X |  |  |  |  |
| 2\* | X | X |  |  |  |  |
| 3a\* | X |  |  |  |  |  |
| 3b\* | X |  |  |  |  |  |
| 4\* | X |  |  |  |  |  |
| 5\* |  | X |  |  |  |  |
| 6\* |  | X |  |  |  |  |
| 7\* | X | X |  | X |  |  |
| 5.NF | 1\* |  |  | X |  |  |  |
| 2\* |  |  | X |  |  |  |
| 3\* |  |  |  | X |  |  |
| 4a\* |  |  |  | X |  |  |
| 4b\* |  |  |  |  | X |  |
| 5a\* |  |  |  | X |  |  |
| 5b\* |  |  |  | X |  |  |
| 6\* |  |  |  | X |  |  |
| 7a\* |  |  |  | X |  |  |
| 7b\* |  |  |  | X |  |  |
| 7c\* |  |  |  | X |  |  |
| 5.MD | 1 | X | X |  | X |  |  |
| 2 |  |  |  | X |  |  |
| 3a\* |  |  |  |  | X |  |
| 3b\* |  |  |  |  | X |  |
| 4\* |  |  |  |  | X |  |
| 5a\* |  |  |  |  | X |  |
| 5b\* |  |  |  |  | X |  |
| 5c\* |  |  |  |  | X |  |
| 5.G | 1 |  |  |  |  |  | X |
| 2 |  |  |  |  |  | X |
| 3 |  |  |  |  | X |  |
| 4 |  |  |  |  | X |  |

**Fifth Grade Module 6: Mid-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little evidence of reasoning without a correct answer.  (0 Points) | Evidence of some reasoning without a correct answer.  (1 Point) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | Evidence of solid reasoning with a correct answer.  (3 Points) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Module 6 Mid-Module Assessment** | | | | |
| **Domain** | | **Standards** | | |
| Question | Operations and Algebraic Thinking | Geometry | 5.OA.2 | 5.OA.3 | 5.G.1 |
| 1 |  | 0 1 2 3 |  |  | X |
| 2 |  | 0 1 2 3 |  |  | X |
| 3 | 0 1 2 3 | 0 1 2 3 |  | X | X |
| 4 |  | 0 1 2 3 |  |  | X |
| 5 | 0 1 2 3 | 0 1 2 3 | X | X | X |
| 6 | 0 1 2 3 | 0 1 2 3 |  | X | X |
|  | | |  | | |
| Domain  Score | Operations and Algebraic Thinking | Geometry |  | | |  |
| Level |  |  |
| Level 3 | 8-9 points | 15-18 points |
| Level 2 | 5-7 points | 9-14 points |
| Level 1 | 0-4 points | 0-8 points |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

**Fifth Grade Module 6: Mid-Module Assessment Task Score Sheet (continued)**

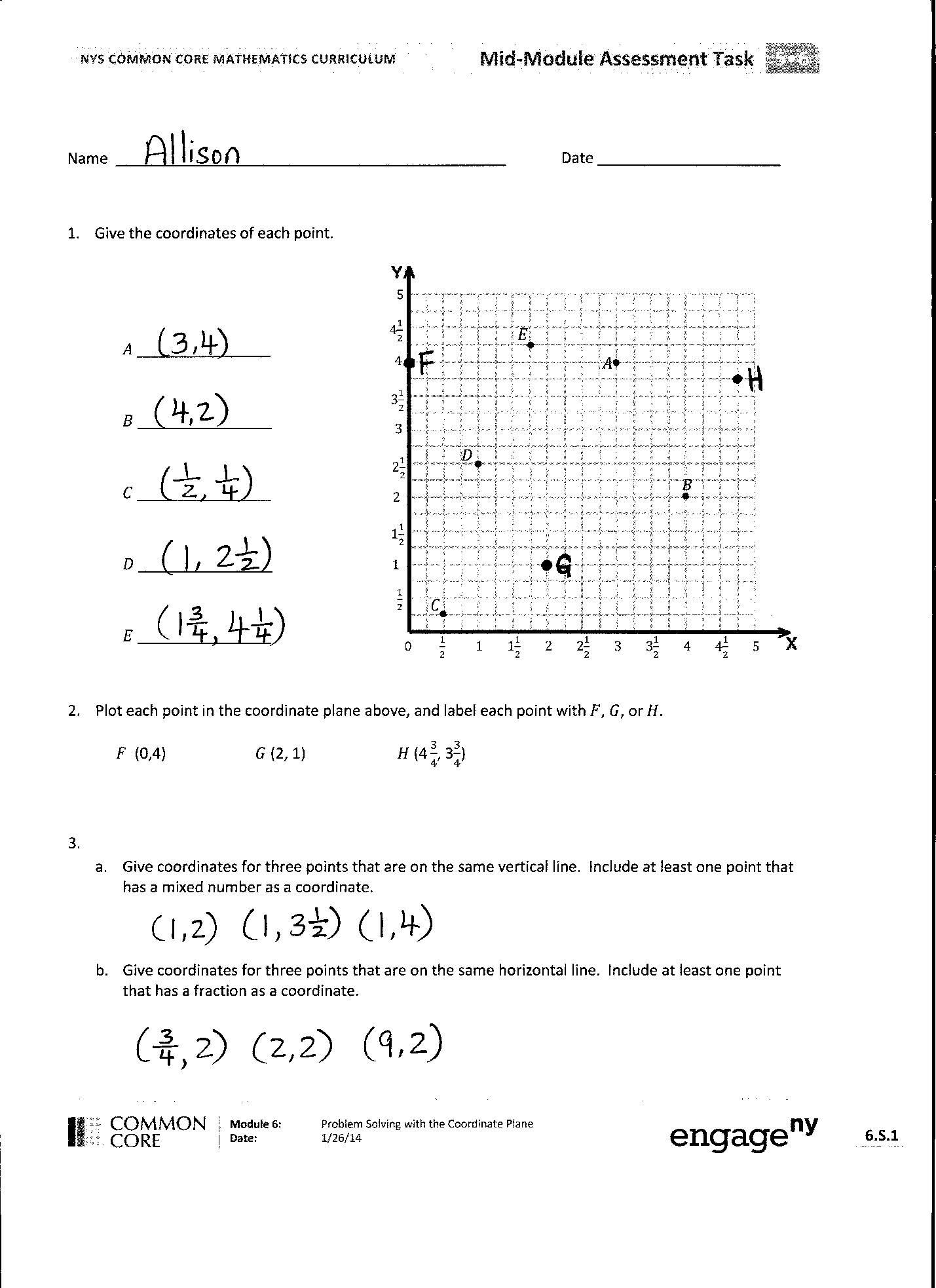
|  |
| --- |
| Mid-Module Assessment Task (Topics A–B)  Clusters and Standards Addressed |
| Write and interpret numerical expressions.  **5.OA.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation “add 8 and 7, then multiply by 2” as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product*.  **Analyze patterns and relationships.**  **5.OA.3** Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*  Graph points on the coordinate plane to solve real-world and mathematical problems.  **5.G.1** Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., -axis and -coordinate, -axis and -coordinate). |

**Fifth Grade Module 6: Mid-Module Assessment Task Rubric**

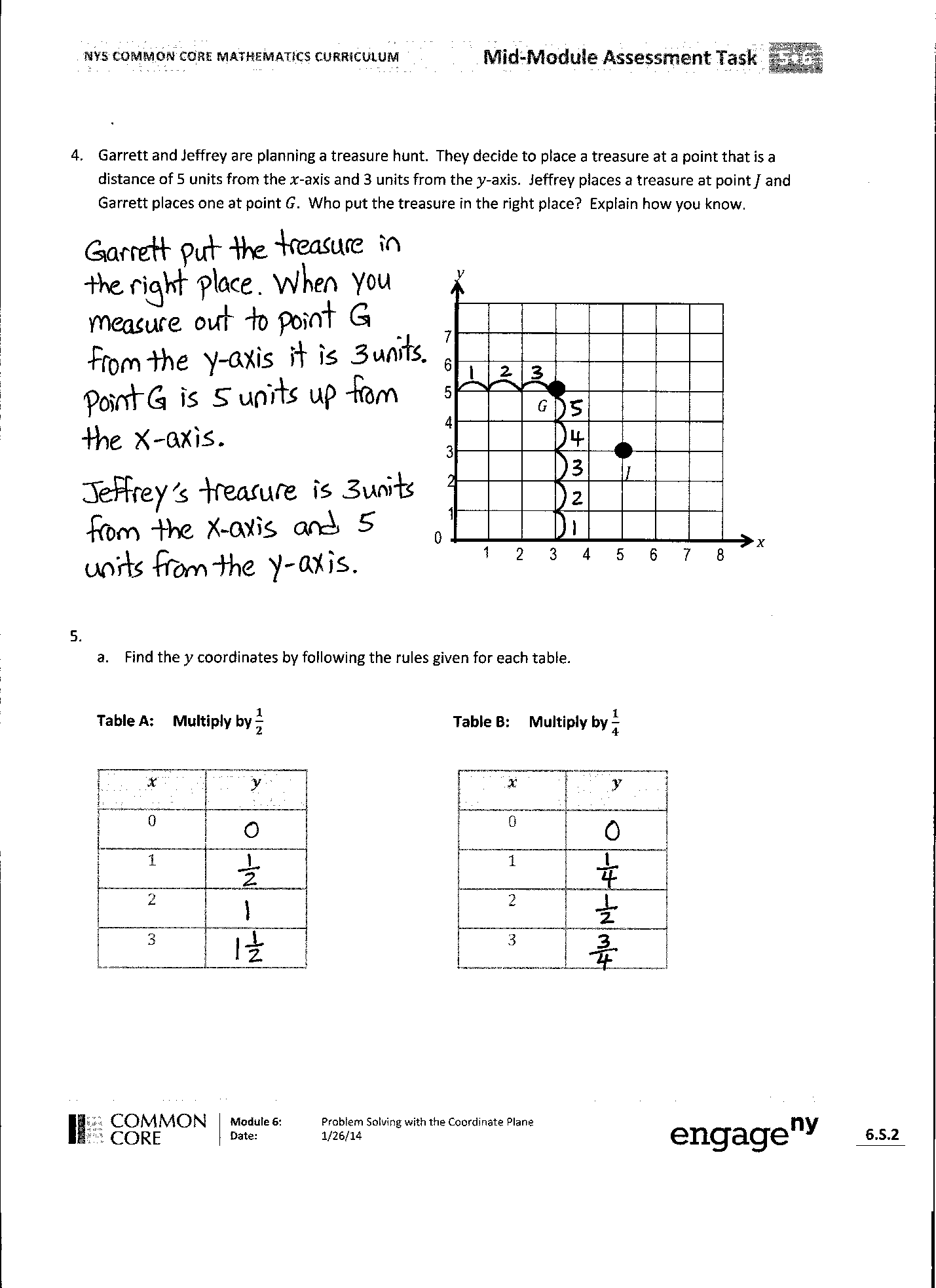
**\* Indicates items that have rubrics with changes/modifications from the original EngageNY rubric.**

| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  Standards Assessed | STEP 0  Little evidence of reasoning without a correct answer.  (0 Points) | STEP 1  Evidence of some reasoning without a correct answer.  (1 Point) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 Points) |
| **1**  5.G.1 | The student correctly gives the coordinates for **0** of the five points using correct notation. | The student correctly gives the coordinates for **1** of the five points using correct notation. | The student correctly gives the coordinates for **2-3** of the five points using correct notation. | The student correctly gives the coordinates for **4-5** of the five points using correct notation. (See below) |
| **(1)** A (3, 4) **(2)** B (4, 2) **(3)** C (, ) **(4)** D (1, 2) **(5)** E (, ) | | | |
| **2**  5.G.1 | The student correctly plots and labels **0** of the three points.  OR  The student correctly plots 1 point but does not label it. | The student correctly plots and labels **1** of the three points.  OR  The student correctly plots 2 points but does not label them. | The student correctly plots and labels **2** of the three points.  OR  The student correctly plots 3 points but does not label them. | The student correctly plots and labels **3** of the three points. |
| **3\***  5.G.1  5.OA.3  **Use this rubric to double score #3. (Use the same score for G and OA.)** | The student gives **0** of the six points. | The student gives **1-2** of the six points. | The student gives **3-4** of the six points. | The student gives **5-6** of the six points. (See below.) |
| * **(1, 2, 3)** Gives three collinear points on a vertical line (all three points have the same -coordinate), one of which has a mixed number as a coordinate. * **(4, 5, 6)** Gives three collinear points on a horizontal line (all three points have the same -coordinate), one of which has a fraction as a coordinate. | | | |
| **4**  5.G.1 | The student is neither able to identify Garrett’s placement as correct nor able to explain the reasoning used. | The student:  **(1)** Does not identify Garrett’s placement as correct, but  **(2)** does explain the reasoning used. | The student:  **(1)** Identifies Garrett’s placement as correct, but  **(2)** Explanation lacks clarity. | The student:  **(1)** Identifies Garrett’s placement as correct.  **(2)** Clearly explains the reasoning used. |
| **5\***  5.G.1  5.OA.2  5.OA.3  **Use this rubric to double score #5. (Use the same score for G and OA.)** | The student correctly answers **0** of the seven parts. | The student correctly answers **1-2** of the seven parts. | The student correctly answers **3-5** of the seven parts. | The student correctly answers **6-7** of the seven parts. (See below.) |
| Part (a)  **(1)** Table A: (0, 0); (1, ); (2, 1); (3, )  **(2)** Table B: (0,0); (1,); (2, ); (3, )  Part (b)  **(3)** Plots points for Table A, and **(4)** connects points with a line  **(5)** Plots points for Table B, and **(6)** connects points with a line  **(7)** Describes the relationship between corresponding terms such that terms in Table A are twice the terms in Table B, or that B is half of A using words or notation (e.g., Multiply A by 2, A is twice as much as B, B is half of A, 2 A = B or B = A). | | | |
| **6\***  5.G.1  5.OA.3  **Use this rubric to double score #5. (Use the same score for G and OA.)** | The student correctly answers **0-1** of the eight parts. | The student correctly completes **2-4** of the eight parts. | The student correctly completes **5-6** of the eight parts. | The student correctly completes **7-8** of the eight parts. (See below.) |
| * **(1, 2, 3, 4, 5)** Correctly identifies the ordered pairs from the graph as (1,4); (2,6); (3,8); (4,10); (5,12). * **(6, 7, 8)** Generates three collinear points whose -coordinates are greater than 14 and/or whose -coordinates are greater than 30. | | | |

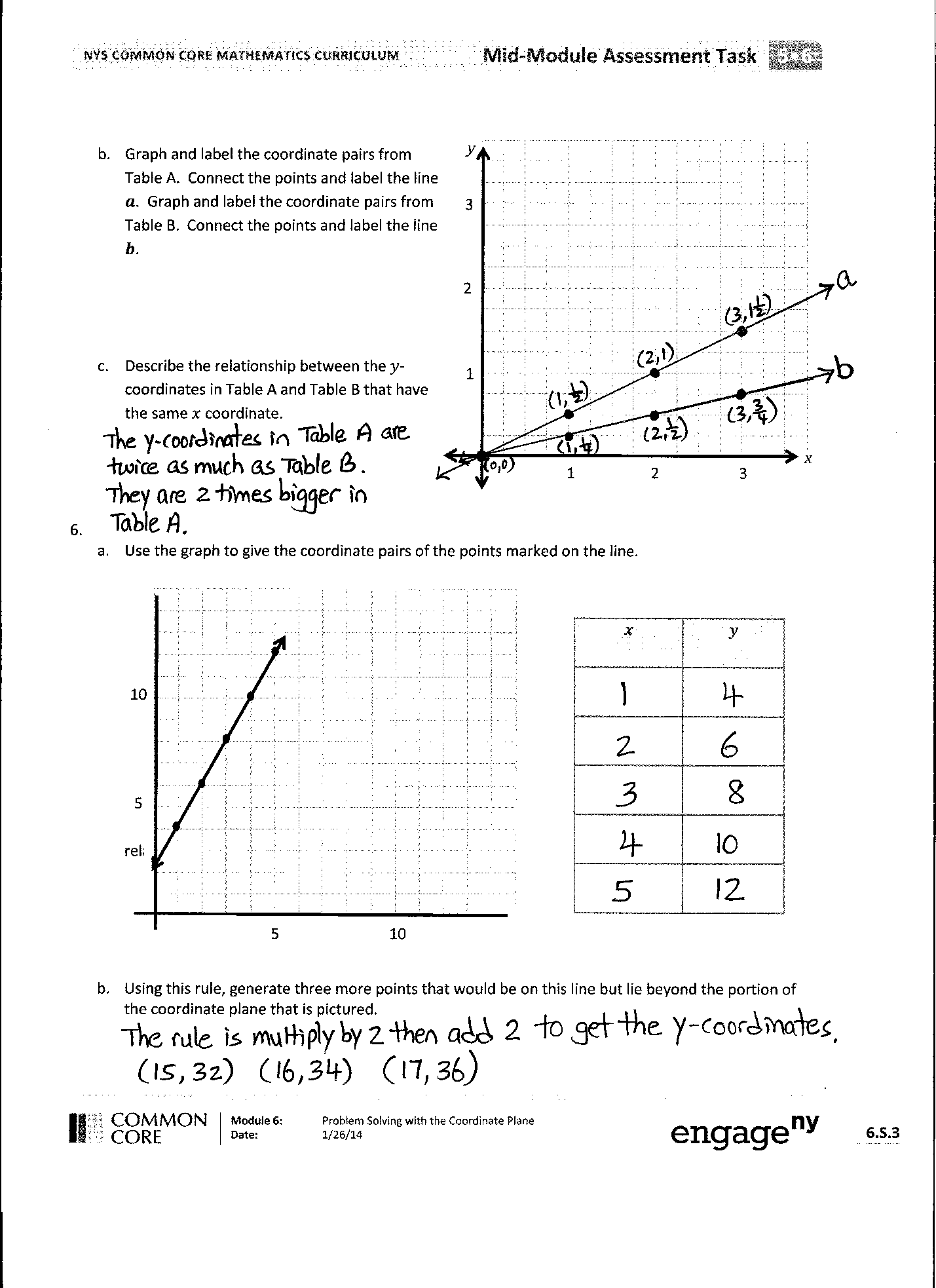
**Fifth Grade Module 6: Mid-Module Assessment Task Key**



**Fifth Grade Module 6: Mid-Module Assessment Task Key (continued)**



**Fifth Grade Module 6: Mid-Module Assessment Task Key (continued)**



**Fifth Grade Module 6: End-of-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little evidence of reasoning without a correct answer.  (0 Points) | Evidence of some reasoning without a correct answer.  (1 Point) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | Evidence of solid reasoning with a correct answer.  (3 Points) |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 6 End-of-Module Assessment** | | | | | | |
| **Domain** | | | **Standards** | | | |
| Question | Operations and Algebraic Thinking | Geometry | | 5.OA.2 | 5.OA.3 | 5.G.1 | 5.G.2 |
| 1 |  | 0 1 2 3 | |  |  | X |  |
| 2 |  | 0 1 2 3 | |  |  | X | X |
| 3 | 0 1 2 3 | 0 1 2 3 | | X | X | X |  |
| 4 | 0 1 2 3 |  | |  | X | X | X |
|  | | |  |  | | | |
| Domain  Score | Operations and Algebraic Thinking | Geometry | | Note: For more information about standards assessed in this module, see back of this score sheet. | | | |
| Level |  |  | |
| Level 3 | 5-6 points | 8-9 points | |
| Level 2 | 3-4 points | 5-7 points | |
| Level 1 | 0-2 points | 0-4 points | |

Notes:

**Fifth Grade Module 6: End-of-Module Assessment Task Score Sheet (continued)**

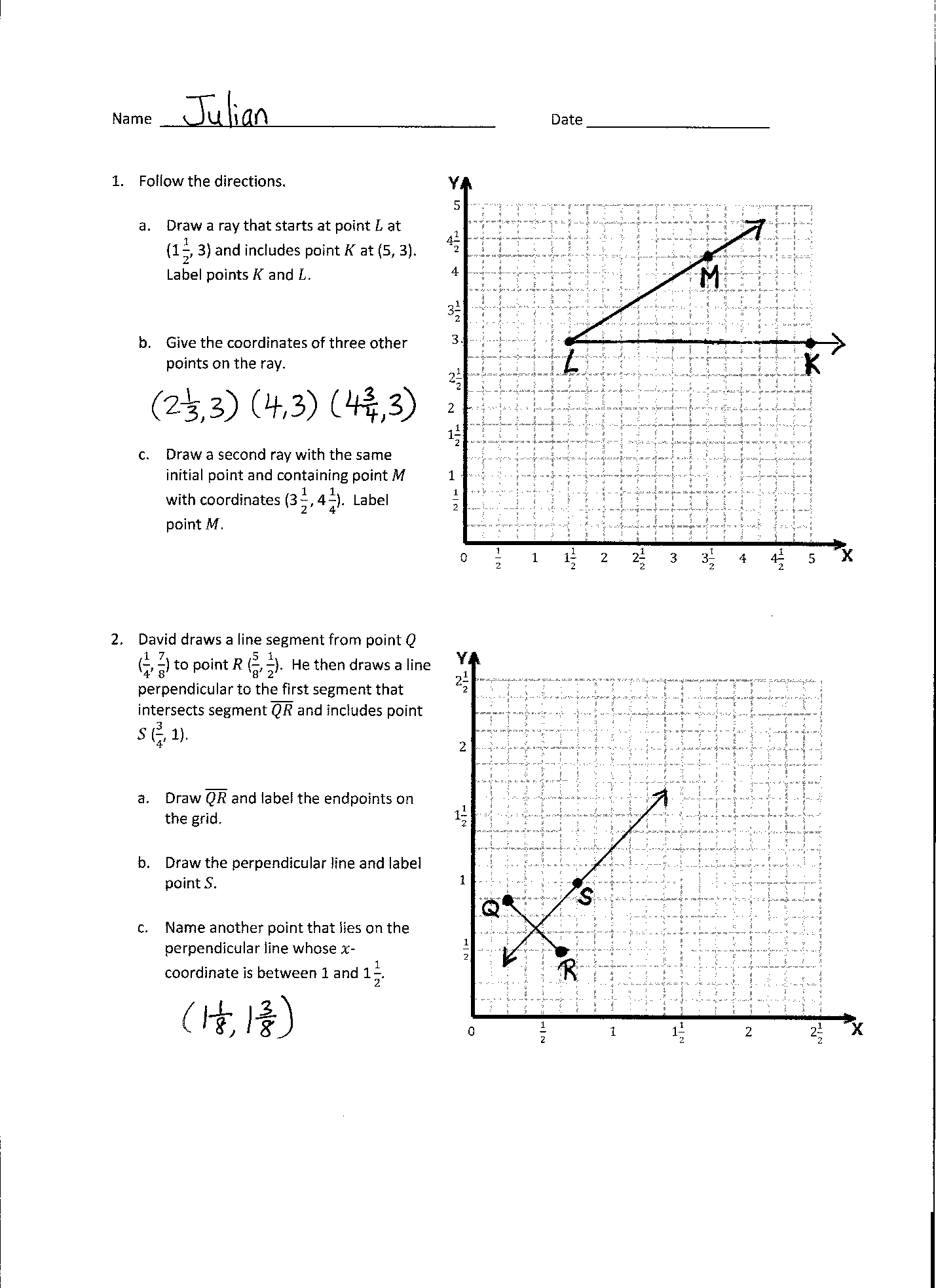
|  |
| --- |
| End-of-Module Assessment (Topics A–D)  Clusters and Standards Addressed |
| Write and interpret numerical expressions.  **5.OA.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation “add 8 and 7, then multiply by 2” as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*  **Analyze patterns and relationships.**  5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*  Graph points on the coordinate plane to solve real-world and mathematical problems.  **5.G.1** Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., -axis and -coordinate, -axis and -coordinate).  **5.G.2** Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. |

**Fifth Grade Module 6: End-of-Module Assessment Task Rubric**

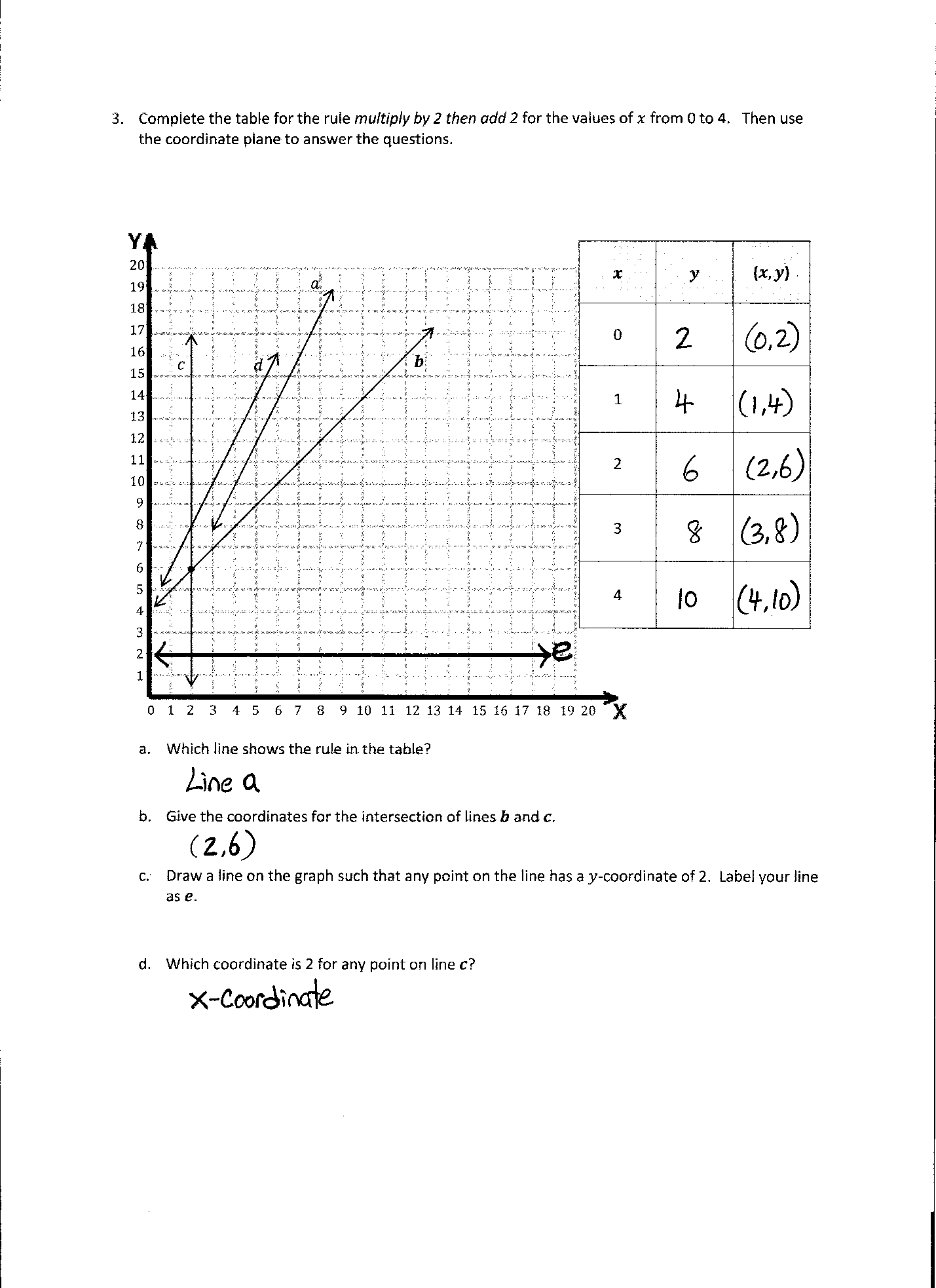
**\* Indicates items that have rubrics with changes/modifications from the original EngageNY rubric.**

| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  Standards Assessed | STEP 0  Little evidence of reasoning without a correct answer.  (0 Points) | STEP 1  Evidence of some reasoning without a correct answer.  (1 Point) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 Points) |
| **1\***  5.G.1 | The student correctly completes **0** of the six parts. | The student correctly completes **1-2** of the six parts. | The student correctly completes **3-4** of the six parts. | The student correctly completes **5-6** of the six parts. (See below.) |
| **(1)** Draws a ray with points at coordinates (, 3) and (5, 3).**(2)**Labels point.**(3)** Labels point .  **(4)** Gives the coordinates of three other points on the ray. (Correct answers are any two coordinates with the -coordinate of 3.)  **(5)** Draws a second raywith one point at the coordinates(, 3) and point at (, ).**(6)** Labels point . | | | |
| **2\***  5.G.1  5.G.2 | The student correctly completes **0** of the five parts. | The student correctly completes **1-2** of the five parts. | The student correctly completes **3** of the five parts. | The student correctly completes **4-5** of the five parts. |
| a. **(1)** Draws and **(2)** Labels .  b. **(3)** Draws a line perpendicular to and **(4)** Labels point  c. **(5)** Names one of the following coordinates: or equivalent | | | |
| **3\***  5.G.1  5.OA.2  5.OA.3  **Use this rubric to double score #5. (Use the same score for G and OA.)** | The student correctly answers **0** of the eight parts. | The student correctly answers **1-3** of the eight parts. | The student correctly answers **4-6** of the eight parts. | The student correctly **answers 7-8** of the eight parts. (See below.) |
| **(1)** Completes the table:   |  |  |  | | --- | --- | --- | |  |  | **()** | | 0 | 2 | (0,2) | | 1 | 4 | (1,4) | | 2 | 6 | (2,6) | | 3 | 8 | (3,8) | | 4 | 10 | (4,10) |   a. **(2)** Line ***.*** b. **(3)** (2, 6).c. **(4)** Draws and labels line parallelto the -axis, coordinate 2.  d. **(5)** The -coordinate e. **(6)** *Add 4 or plus 4*.  f. **(7)** Lacy’s rule will make a line parallel to line ***.*** **(8)** The rule for line is *multiply by 2, add 2* The rule for Lacy’s line is *multiply -coordinate by 2 and add 4.* Lacy’s line is parallel because the steepness of the line is the same. (That is, the multiplication part of the rule is the same.) The adding part of the rule will make the -coordinates two more than those in line .) | | | |
| **4**  5.G.1  5.G.2  5.OA.3  **Use this rubric to double score #5. (Use the same score for G and OA.)** | The student has no correct answers for either Part (a) or Part (b). | The student has correctly answered either Part (a) or Part (b), but may not have a clear answer of *why* for Part (b). | The student has correctly answered both Part (a) and Part (b), but lacks a clear answer of *why* for Part (b). | The student has accurately completed Part (a) and Part (b), including a clear explanation of *why* for Part (b).   1. The plane’s altitude will be 2 miles. 2. No, the pilot should not continue this pattern. If he continues this pattern, his plane will have 0 altitude between 1 and 2 miles past the airport (or other correct response). |

**Fifth Grade Module 6: End-of-Module Assessment Task Key**



**Fifth Grade Module 6: End-of-Module Assessment Task Key (continued)**



**Fifth Grade Module 6: End-of-Module Assessment Task Key (continued)**

